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ABSTRACT

Compelling arguments have been offered supporting both the journalism/ communication school and the business school as the ideal setting for advertising education. While relatively few advertising programs now exist in business schools, a growing number of undergraduates are finding the study of advertising in a business school environment to be very attractive. Marketing-based advertising programs differ from their journalism counterparts in two major ways: courses within the core requirements emphasize the more analytical, managerial aspects of advertising, and the noncore requirements consist of a series of business courses. This broad-based business background helps students gain an appreciation for advertising within a business context and provides them with training that is applicable to a large range of employment possibilities. Arizona State University's large and comprehensive marketing-based advertising program illustrates the advantages of advertising education in a business school environment. This program fulfills the present and future needs of both students and employers. (Author/FL)

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WHERE DOES THE TEACHING OF ADVERTISING BELONG?: The Case for the Business School Environment

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WHERE DOES THE TEACHING OF ADVERTISING BELONG?:
The Case for the Business School Environment

In 1975, Maurice Mandell suggested that ". . .the ideal program for advertising education has apparently not been readied. There are compelling arguments to support marketing-based advertising education and journalism-based advertising education. Still, there are weaknesses in both. . ."[1]

With undergraduate advertising enrollments increasing faster than job opportunities are developing, it is perhaps more important than ever to face a number of questions on advertising education posed by Mandell.[2]

The purpose of this paper is to put forth the case for the marketing-based undergraduate advertising program.

Advertising Education and Employment

The most recent figures on the enrollment in journalism show that nearly 8500 undergraduates are majoring in advertising. This represents an increase of 14% over the 1975 figure[3] and an 85% increase since 1969.[4] The number of accredited programs has also increased in recent years. In 1977, there were one hundred and one college and universities offering an accredited undergraduate major in advertising. In 1970, there were sixty-eight.[5] Although enrollment in all other fields of journalism have actually increased more appreciably, the growth of advertising enrollment is still impressive. What began as isolated courses in retail advertising has developed into accredited, comprehensive programs in advertising education.

Ironically, the advertising industry has not been as interested in formalized advertising education as undergraduate students. In a 1974 survey, the judged

value of advertising courses to contribute to success in the profession was minimized. Advertising courses ranked sixth, behind such courses as psychology, sociology, literature, and marketing.[6] As a prerequisite for success in the advertising business, formal educational training has never been highly regarded by advertising practitioners. The writings of Claude Hopkins, for example, clearly suggest the importance of "on-the-job" experience and understanding human nature as key ingredients to success in advertising.[7] David Ogilvy, in an interview with John Crichton, recommended that "perhaps those with a degree in advertising should be barred from the (advertising) business."[8]

One of the reasons that students choose to major in advertising is to help qualify themselves for employment in advertising. However, at a time when advertising enrollments are reaching new highs, the job opportunities (at least in advertising agencies) appear to be diminishing. Between 1960-71, the ten largest advertising agencies experienced a decline in the number of employees per $1 million of annual billings although billings rose by 86%. During the period the number of employees per $1 million of billings dropped from 9.1 in 1960 to 5.2 in 1971.[9] As shown in Table 1, the number of advertising employees per million dollars of billings has continued to decline in recent years.

While preparation for advertising employment might well be a major reason for selecting the advertising major, students also enroll in advertising programs as preparation for a variety of other types of communications employment opportunities. Personal selling, public relations, research, and communications production are just a few of the possibilities that exist in both the for-profit and not-for-profit sectors of the economy.

In summary, advertising programs are consciously or unconsciously helping students to enter an employment market that is both broad and diverse. Under these conditions, it is appropriate to ask, as Mandell suggests, "What is the 'ideal' advertising curriculum?"

Development of the "Ideal" Advertising Program

Assuming that one of the primary objectives of an undergraduate advertising program is to help prepare students for employment, then an ideal advertising program would contain course offerings that emphasize the knowledge and skills associated with the industry. It is difficult to imagine anyone functioning successfully in the advertising business without understanding that advertising is a business that requires management skills. It is equally important, of course, to recognize that what one manages in advertising is the process of interpreting the want-satisfying qualities of goods and services into consumer benefits. Therefore, to whatever extent it is possible, the "ideal" advertising program would help prepare students to enter this world of "the management of persuasive mass communications."

The two major academic orientations--the journalism-communications school and the marketing department-business school typically offer vastly different programs. The journalism-communications orientation traditionally has emphasized the more applied, how-to-do-it approaches to advertising. Business courses beyond the advertising core are usually confined to one or perhaps two courses in marketing.

Rarely do marketing departments offer more than one or two courses in advertising, consequently, if an advertising major or emphasis in advertising

is offered, it consists of a series of marketing-related courses supplementing Introduction to Advertising and Advertising Management. In such business school programs there will be little or no training in the "creative," laboratory course work that is a strength of the journalism-communications school.

The Business School Approach to Advertising Education

Essentially, the criteria used in business schools to guide the structure and content of course offerings are the employment opportunities which educators feel are available to their graduates. Within the context of job training, the marketing department-business schools' objectives for an advertising program are:

1. help train students for employment, primarily in:
   * media sales
   * advertising management
   * marketing (sales, brand management, research)
   * advertising agency
   * public relations
2. increase understanding of advertising as a business tool to help control market demand
3. increase understanding of advertising as an economic force
4. increase understanding of advertising as a social force.

To help achieve these objectives, marketing departments have created curricula that include a core of business courses (accounting, statistics, management, finance, marketing, business law, and business policies), the few available advertising courses, and related electives (usually marketing courses in buyer behavior, marketing research, marketing management, marketing communications, etc.)

The advantages of such training are that:

Students gain an appreciation for advertising within a business context. And, at a time in which even the most creative component of advertising--the advertising agency--is increasingly viewing its product as a business, this is invaluable training. Until recently, people drifted into the advertising business from other businesses. Even though we often tend to think of advertising professionals in terms of their creative talent, they were first successful business people. They had learned about the value and process of moving a demand curve somewhere, and more often than not, this was learned somewhere other than a university classroom. Now, however, increasing numbers of advertising employees are university trained. Often these graduates' first exposure to fundamental business management concepts and concerns is when they begin developing advertising campaigns for clients.

Students receive training that is applicable to a broad range of business-related employment possibilities. Each year, more than 1000 students enroll in the Introduction to Advertising course at Arizona State University. Less than fifty students declare themselves as advertising majors during any one year. Our experience has shown that less than 20% of each year's advertising graduates enter the advertising profession. The majority of advertising graduates do find employment and our research indicates that they are successful in locating employment because of their broad-based business training. To some extent, the Arizona State University advertising program is responding to the needs of the Phoenix-Tucson metro markets. While there are well over one hundred advertising agencies in the Phoenix area alone, the largest of these agencies has estimated annual billings of $9 million. The vast majority of advertising agencies in the Phoenix-Tucson area are 1-5 person boutiques

or production facilities. Agencies of this size rarely can afford to hire and train a new graduate. The pressure to meet short-term deadlines and maintain an acceptable level of profitability demands that small advertising agencies hire people who can become productive in the shortest possible time. In this respect, more specific, in-depth training in the applied advertising skills might be more useful to undergraduate students. However, it is unlikely that any amount of course work could adequately prepare students to fit into a small agency immediately after graduation.

The ASU Advertising Program

Advertising has been taught in the College of Business Administration at Arizona State University for more than thirty years. Although the University also has a Department of Mass Communication (a part of the College of Arts & Sciences), advertising has always been taught exclusively in the Marketing Department of the College of Business Administration. Early courses dealt with retail advertising and advertising production. Today, the advertising program consists of six courses and a required twenty-four semester hours of specialization in the field of advertising.

The Arizona State University advertising program is an undergraduate program and includes three main areas of study: (see Figure 1)

1. General education in the Humanities, Natural Sciences, Social Sciences and other areas of the Liberal Arts comprise forty-five percent of the total program with fifty-seven semester hours required in this area.

2. Business Administration core. This is a group of courses designed to give the student an understanding of the tools and principles applicable to the solving of a wide variety of business problems. The business core includes thirty-three semester hours, or approximately 26 percent of the student's course work. A list of the required business core courses is shown in Table 2.

3. The major field is comprised of twenty-four semester hours in advertising and closely related courses. A brief description of these courses is shown in Table 3.

The advertising major is one of the "Professional Programs" of the College of Business Administration. To be admitted to a professional program, a student must meet the following qualifications:

1. have completed 60 semester hours with a grade index of at least 2.00

2. have completed all 100 level and 200 level courses in the Business Core plus Economics 201 and Economics 202 with a grade index of at least 2.00

3. have completed a minimum of 32 hours of required general education courses.

The above requirements mean that advertising students must be at the junior level before they begin taking courses in their field of specialization. As pointed out earlier, the vast majority of students in the Introduction to Advertising course are not advertising majors. Nevertheless, such students must: (1) be at least a junior and (2) have successfully taken either Introduction to Marketing (business students) or Introduction to Mass Communication (non-business students).

Because students do not enter the Professional Program until their third year, they must pay close attention to fulfilling course prerequisites and sequency of the advertising and related courses. As shown in Figure 2, ADV 301 is the basic prerequisite to the other advertising courses and ADV 311 is the prerequisite to ADV 312 and ADV 453. All advertising courses, except ADV 453, must be completed before enrolling in ADV 463, Advertising Management.

Enrollment

With the exception of ADV 301, enrollment in the advertising courses tends to be modest. During the 1977-78 academic year, enrollment in the advertising courses was as follows:

Course	Enrollment	Number of Sections
ADV 301, Advertising Principles	897	20
ADV 311, Advertising Creative Strategy I	48	2
ADV 312, Advertising Creative Strategy II	22	1
ADV 371, Advertising Media	98	2
ADV 453, Advertising Campaign Problems	0	0
ADV 461, Advertising Management	49	2

The Future of Advertising Education

Although there are relatively few undergraduate advertising programs in colleges of business administration, those that do exist focus on analytical, managerial aspects of advertising. The guiding objective for such programs is to help prepare students for employment in a variety of marketing-management positions, including sales, promotion, and brand management.

While growth in advertising enrollment has been impressive, it is unlikely that the number of comprehensive advertising programs will increase in colleges of business. Such factors as the ever-rising costs of developing and maintaining new programs, the shortage of qualified educators (Ph.D. degree plus industry experience), and the slow growth of advertising employment opportunities for advertising graduates will continue to dampen any movement

to enlarge business school advertising programs. A more likely occurance will be the expansion of enrollment in the introductory advertising course as well as the development of other advertising courses that deal with issues that are becoming increasingly more relevant to the successful management of any business. For example, courses which explore the relationship between advertising and the external environments surrounding the firm will very likely find their way into business school curricula. Such topics as public policy, regulation, and a myriad of social, cultural, and economic uses are all realistic possibilities.

Another growth area for advertising education lies in the specialization orientation that was so popular years ago. As markets and businesses become more segmented, there will be a corresponding need for students with specialized training. We have witnessed this via increased interest by both students and employers in such areas as retailing, industrial marketing, international business, and the not-for-profit sector. Courses focusing on the application of advertising to these areas are already being offered in some schools and should continue to experience considerable acceptance.

In summary, advertising education is very much alive today and although the business school advertising major is a rarity, the business school environment is one which provides students with the opportunity to study advertising within the framework of business concepts so strongly endorsed by their future employer.

Table 1

Advertising Employees Per Million Dollars of Annual Billings

Year	Advertising Employees* (000)	% Change Over Prior Year	Agency Receipts** (billion)	Ratio
1977	134.1	+7.0	$19.4	6.9
1976	125.3	+4.5	17.4	7.2
1975	119.9	- .9	14.6	8.2
1974	121.1	+ .5	13.6	8.9
1973	120.5	+2.5	12.9	9.3
1972	117.6	+1.1	11.3	10.4
1971	116.3	-8.4	10.5	11.1
1970	123.0	+1.3	10.1	12.2
1969	121.4	+4.2	9.9	12.3
1968	116.5	- .5	8.9	13.1
1967	117.1	--	8.3	14.1

* U.S. Industrial Outlook, U.S. Department of Commerce, U.S. Government Printing Office, Washington, D.C. The American Association of Advertising Agencies estimate that total advertising employment is about 200,000. Of this total, approximately 75,000 are employed by advertising agencies.

** Advertising Age.

Table 2

Required Business Core Courses

Course Number	Course Name	Level*	Semester Hours
ADS 101	Elements of Bus. Enter.	Freshman	3
ACC 101	Elem. Accounting	Freshman	3
ACC 102	Elem. Accounting	Freshman	3
QBA 221	Statistical Analysis	Sophomore	3
QBA 222	Quant. Info. Systems	Sophomore	3
ADS 233	Business Communication	Sophomore	3
ADS 305	Business Law	Junior	3
MKT 300	Principles of Marketing	Junior	3
MGT 301	Principles of Management	Junior	3
FIN 300	Fund. of Finance	Junior	3
MGT 463	Business Policies	Senior	3
		Total	33

Table 3

Advertising Courses at Arizona State University

Course Number	Course Name	Catalog Description
ADV 301	Advertising Principles	Advertising as a communications tool in marketing and business management. Creative methods, survey of media, measurements of effectiveness, and coordination with other aspects of the sales and promotional program.
ADV 311	Advertising Creative Strategy I	Preparation of advertising for print and broadcast use. Creative strategy, the communication process, and development of advertising messages.
ADV 312	Advertising Creative Strategy II	Continuation of ADV 311. Production of film and videotape commercials for television; mechanical production of printed advertising.
ADV 371	Advertising Media	Characteristics and use of broadcast and printed media. Relationship of media to markets. Audience measurement and analysis. Media scheduling.
ADV 453	Advertising Campaign Problems	Planning and executing the advertising campaign including research, budget, media and evaluation.
ADV 461	Advertising Management	Administration of the complete advertising program. Marketing mix, budgeting, media strategy, measurement of effectiveness, coordination of other promotional activities. Use of the advertising agency.

Twenty-four semester hours are required to major in advertising. In addition to the above 18 semester hours, students select two additional courses from the following recommended list:

MKT 304: Buyer Behavior
MKT 310: Principles of Selling
MKT 321: Principles of Retailing
MKT 325: Public Relations
MKT 451: Marketing Intelligence

Figure 1

The Advertising Major at Arizona State University:
Three Main Areas of Study

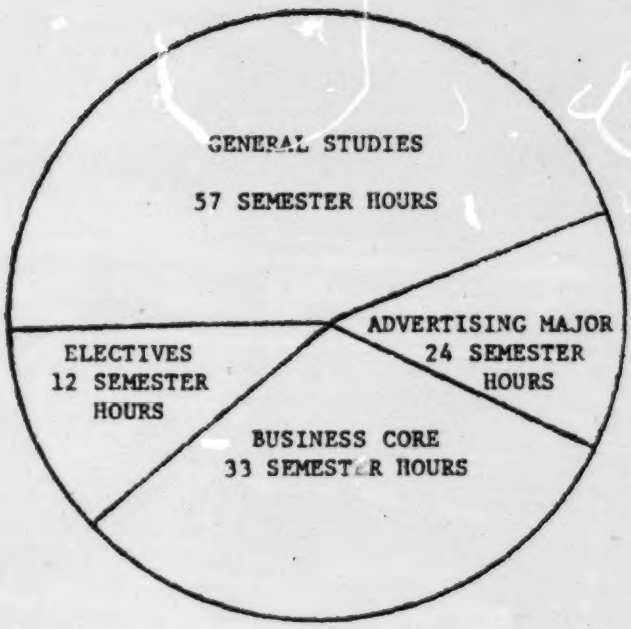
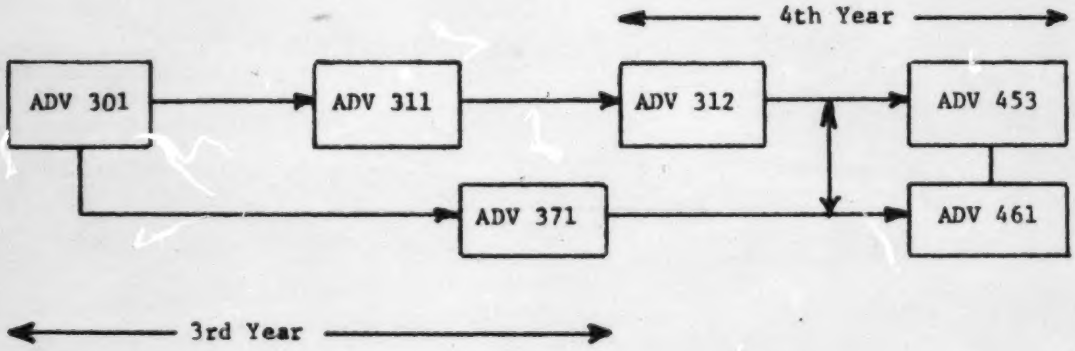


Figure 2

Sequencing of Advertising Courses at Arizona State University



ENDNOTES

1. "A Forum for Issues in Advertising Education", by Maurice I. Mandell, Journal of Advertising, Volume 4, Number 4, 1975, p. 48.

2. Ibid., p. 48.

3. "Journalism Schools Report Record 65,962 Enrollment", by Paul V. Peterson, Journalism Educator, Volume 32, Number 4, January, 1978, p. 7.

4. Journalism Educator, Volume 29, Number 4, January, 1975, p. 5.

5. Journalism Educator, Volume 24, Number 4, January, 1970, pp. 7-30 and Journalism Educator, Volume 31, Number 4, January, 1977, pp. 52-87.

6. "What it Takes to Become an Adman - as Admen See It," by William Cather, Advertising Age, December 23, 1974, p. 17.

7. Hopkings, Claude, My Life in Advertising, Harper Brothers, New York, New York, 1927.

8. "A Conversation with David Ogilvy", American Association of Advertising Agencies, New York, New York, 1978 (videotape).

9. "Those Throbbing Headaches on Madison Avenue", by Carol J. Loomis, Fortune Magazine, February, 1972.

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